

Mission/Vision Statement and Funding

The New Dimensions School (12A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5).

These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

At New Dimensions: A Public Charter School, we empower students to explore their potential, embrace creativity, and thrive in a diverse, dynamic world. By fostering meaningful experiences and tailoring education to individual needs, we equip lifelong learners to lead with purpose and create a brighter future.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 0.00	* \$ 10,000.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	
The New Dimensions School (12A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 1: Student Identification	<i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>
* Practice A	Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.
▪ Screening Process:	K-2nd Grade Screening Process: The AIG Program Coordinator/Specialist collaborates with K-2nd grade teachers to determine students that require talent development services using mClass/Dibels data and Boost Math diagnostic data. 3rd-8th Grade Screening Process: The AIG Program Coordinator/Specialist, along with teachers, guidance counselors, the Director, and administrators, review state testing and achievement/apptitude data for students in grades 3-8 to initiate the screening process. 3rd-8th Grade Screening Process: The AIG Program Coordinator/Specialist, along with teachers, guidance counselors, the Director, and administrators, review state testing and achievement/apptitude data for students in grades 3-8 to initiate the screening process. 3rd-8th grade students enter the screening pool for Achievement in Reading and/or Math based on the following test scores: 90%+ on the previous year's NC End of Grade Exams (EOG's) or 3rd grade Beginning of Grade (BOG) Reading Test.
▪ Referral Process:	A nomination window for students to be identified will be open from March-May to encourage teachers to review data and request students for identification. However, students may be nominated outside of the nomination window. The AIG Coordinator/Specialist will build a portfolio of data and work samples for all students requested for identification. The AIG Coordinator/Specialist will compile a watch list of possible gifted students based on mClass for reading and Boost Math- 2 grade levels above, NC Check Ins-90th percentile or higher, and EOGs-Level 5. All students that have been nominated for identification will have a portfolio built with historical data.
	▪ A Teacher Referral (which includes EC, ELL teachers, guidance counselors, and AIG specialists) allows teachers to refer students based on the criteria outlined in the Bright Child/Gifted Child document (Szabos), school-based student performance reports, and the TRS (local Teacher Rating Scale). ▪ Parents are encouraged to submit referrals annually through various communication channels, such as Class Dojo, email, phone, and the NDS AIG website. They may refer their children for gifted testing at any time during the year. Information and discussions about the characteristics of the Bright Child/Gifted Child document (Szabos) are shared with parents, who have the option to nominate their child for gifted testing. Identification procedures are sent home, and the teacher discusses the student's needs and potential educational pathways with the parents. Additionally, the director, administrators, AIG Program Coordinator/Specialist, and/or guidance counselor may review student records and test scores, including achievement levels of 93%+ on the NC End-of-Grade Exams (EOGs) in Math/ELA and CoGAT aptitude scores of 90%+ to determine eligibility for referral or

placement in the gifted program.

The AIG Program Coordinator/Specialist will:

- Build a portfolio of data and work samples for all students requested for identification
- Compile a watch list of possible gifted students based
 - mClass/Dibels-2 grade levels above
 - mClass Math
 - NC Check Ins- 90th percentile and above
 - EOGs-Level 5 or 93 percentile and above
 - Classroom Grades

All students that have been nominated for identification will have a portfolio built with historical data. Parents and families will be provided with a copy of all benchmark data and work samples used during the identification and will be notified of their child's results.

The AIG Program Coordinator/Specialist and our NDS Guidance Team will provide emotional support for students during the testing process and follow up with supportive communication if the student is not identified.

The School ***will honor*** AIG identification from students transferring from out of county or out of state upon receipt of appropriate documentation for grades K-12.

*** Practice B**

Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

I. NDS Definitions of Gifted Students:

- Academically Gifted (AG) - A student demonstrates superior subject knowledge in reading and math.
- Intellectually Gifted (IG) - A student who has demonstrated high intellectual capacity but may not yet have demonstrated high academic performance.
- Academically and Intellectually Gifted (AI) - A student is both academically and intellectually gifted.
- Academically Gifted in Reading (AR)- A student demonstrates superior subject knowledge in the area of reading.
- Academically Gifted in Math (AM) - A student demonstrates superior subject knowledge in the area of math.

II. NDS Identification Criteria

NDS acknowledges student aptitude as a measure of a student's potential for learning and student achievement as a reflection of their knowledge. The process of identifying students for talent development begins in Kindergarten. The AIG Coordinator/Specialist works alongside K-2 teachers to identify students in need of talent development services by utilizing data from mClass/Dibels, Fountas and Pinnell benchmark assessments, and Boost Math diagnostics. Pathways for Identification ▪ Pathway I- Employs multiple criteria for student identification, including measures that reveal student aptitude (nationally-normed test) and student achievement (nationally-normed or state test such as NC EOG, BOG or EOC.) ▪ Pathway II- Employs multiple criteria, including Teacher Rating Scale (the TRS provides information about each student in the following areas: Intellectual, Academic, Leadership, Social Emotional Intensity, Inquiry/Curiosity and Motivation), nationally-normed aptitude test, nationally-normed achievement test, state-normed achievement test. III. The NDS plan for nomination/identification of students for the gifted program requires that students qualify by meeting one of two pathways: Pathway I: Aptitude- 97%+ NPA (Total verbal for ELA, Total nonverbal and/or Total Quantitative for math) AND/OR Academic Achievement - 97%+ (Total ELA or math on NC EOG or 3rd Grade Beginning of Grade Test - BOG) Pathway II: Multiple Criteria (2 out of 3) 1. Achievement- 93%-96% (IOWA/NC EOG/BOG - Total Reading or Total Math) 2. Aptitude- 90%-96% NPA (Total Verbal, Total Nonverbal and/or Total Quantitative) 3. Teacher Rating Scale- ELA/Math  Click here to remove the table and use only the narrative field.	
* Practice C Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, and twice-exceptional. I. Identification Procedures Intentionally Respond to School's Demographics:	

K-2 talent development checklists are used to monitor and ensure consistency when encouraging and seeking referrals on potential gifted students from under-represented populations. NDS screens the top 10% of state assessments for grades 3-8 to ensure that there is equitable distribution of our under-represented populations. The testing data is reviewed at the end of School testing sessions to ensure that all students are consistently and correctly placed into the AIG program.

Non-traditional assessments require a checklist to be completed before any non-traditional tests are administered or approved for private administration.

II. Communication:

The AIG Coordinator/Specialist will review and discuss the characteristics of under-represented populations with teachers. Information is provided to parents in their native language when possible, and interpreters are used at parent conferences to help explain the AIG testing process. The multiple pathways are discussed with parents following the screening process to ensure understanding of procedures.

Further communication within the school community- The AIG Coordinator/Specialist will partner with the EC department, general education teachers, and school guidance counselors to discuss students' needs in cognitive, academic, and social-emotional areas. Discussions are held in Professional Learning Communities (PLC) and data team meetings, as well as teacher conferences.

III. Screening and Referral:

The AIG Coordinator/Specialist will provide professional development sessions in the fall and spring for K-8th grade teachers, focusing on training for the nomination, screening, and testing procedures for Grades K-8. NDS screens the top 10% of state assessments for grades three through eight to ensure that there is equitable distribution of our under-represented populations. Test data is reviewed to ensure students proper placement within the program and the classroom setting.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	12.40%
Male	---	---	---	---	---	---	17.00%
Total	---	---	---	---	---	---	14.72%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**

Monitors the screening, referral, and identification processes for consistent implementation across the LEA.

NDS has established the following practices to monitor consistency of screening, referral and identification processes:

1. Ongoing sustained professional development- The AIG Coordinator/Specialist will hold meetings in the fall and spring yearly to ensure teachers understand the screening, referral, and identification process. Questions are addressed and due dates/timelines are set.
2. AIG Coordinator/Specialist Role- The AIG Coordinator disseminates information to the faculty and collects information for the screening pool. The AIG Coordinator maintains copies of AIG forms and screening pools. Folders are created for each student who will be tested. All forms are stored in the student's folder for further review if needed.
3. Documentation-. The AIG Coordinator/Specialist and Director establishes a school-wide deadline for calls and nominations. Copies of initial and final screening pools are kept digitally and are reviewed by the AIG Coordinator/Specialist and Director before testing begins. Any concerns or discrepancies are identified and addressed before testing. Conferences with the Director, administrators and our NDS Academic Committee to address issues and/or concerns with the implementation of the process are initiated and conducted by the AIG Coordinator/Specialist.
4. AIG testing is scheduled by the AIG Coordinator/Specialist. The AIG Coordinator/Specialist will consult with the NDS Testing Coordinator, EC Director and guidance counselors to ensure that students are identified who have modification, accommodations, or a 504 plan so that proper protocol is followed during testing.

*** Practice E**

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.

Communication of AIG Identification Procedures with all stakeholders in the School:

1. The AIG Coordinator/Specialist presents identification information at the opening faculty meeting and aids in clarifying the process to administration, teachers, and parents. Information is communicated electronically to stakeholders through the NDS AIG website, the AIG Program Overview Brochure, email, and automated phone calls through Infinite Campus, social media posts, and Class Dojo. All stakeholders also receive information at annual DEP meetings, curriculum night meetings, NDS Board meetings, and open houses. The AIG Coordinator has developed a presentation, videos and social media posts to share with stakeholders.
 - An AIG handbook will be given to staff members so they are aware of the process at our school and can assist in informing parents. The AIG team and coordinator will also be able to answer questions parents may have.
 - The AIG screening process will be part of the school's newsletter in the beginning of the year to ensure that all stakeholders know the process
 - The screening process will also be placed on the school's website.
2. The results of student/parent/teacher/administrator surveys are used to determine any misconceptions of the identification process and guide the department in providing further clarification to stakeholders when needed.
 - Surveys will be administered in October and May each year.
3. The School provides the identification process in written form in native languages served at NDS and in an auditory format for those who speak but do not read in their native language. All documents will be translated into Spanish. Interpreters for Spanish, Hmong or Hearing Impaired parents are present at parent meetings.

*** Practice F**

Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

I. Communication of the AIG Identification Process:

The "AIG Program Overview" brochure and the "Handbook on Parents' Rights" is available online and in print to students, parents, teachers, administrators, and other stakeholders. These documents give an overview of the program, including identification and service options. We also provide these documents in native languages served at New Dimensions. A "Parent Resource" tab is available on the NDS AIG website to offer an explanation of the NDS AIG Identification Process.

II. Students Folders:

Student folder documentation includes:

- Log of contact (confidential)
- Any transfer, withdrawal, exit forms
- DEP's (most recent grade level on top)
- AIG 1 Form
- Identification Communication Materials
- Parent Letter of Recommendation
- Consideration Letter/Parent Nomination
- Consent for Evaluation
- Teacher Rating Scale/Motivation Checklist
- Test Protocol/Report

Student folders are maintained annually. The eighth grade folders are transferred in June to their corresponding high school.

III. Students Documentation in Infinite Campus:

Students who are placed in the gifted program are given the appropriate identification in Infinite Campus so it can remain in the system as they transition grades and schools.

Sources of Evidence:

School:

- School website
- Infinite Campus Calls from the Director about the process
- ClassDojo announcements and messages
- NDS Gifted Education Program Handout

Faculty:

- Training sessions for the implementation of differentiated services.
- Parent Conferences and letters to parents explaining the pathway options for screenings/testing documents/auditory information in native language.
- Presentations at faculty meetings
- Parent information nights, open houses, curriculum nights
- Presentation used to explain process, recorded video explaining the DEP and services
- K-2 Talent Development Checklists to chart students success.
- Information on the K-2 Talent Development Program
- Bright Child/Gifted Child document (Szabos)

Parents:

- DEP Meetings
- Parent Conferences
- Parent Letters
- Bright Child/Gifted Child document (Szabos)

AIG Coordinator:

- Bright Child/Gifted Child document (Szabos)
- DEP meeting documentation of attendees
- Screening Pools- digital copies shared with the Director and Administration
- List of all approved Achievement and Aptitude Testing Instruments
- Parent Conferences and letters to parents explaining the pathway options for screenings/testing documents/auditory information in native language. Parents and families will be provided with a copy of all benchmark data and work samples used during the identification and will be notified of their child's results.

▪ NDS Summary of Student Eligibility and School Site Decision Form

- Students folders created and maintained- All nationally normed aptitude and achievement tests will be filed in the student's cumulative folder along with the portfolio that was created for identification
- Accountability Data Sheet for NDS (EVAAS)
- Parent/Teacher Nomination forms in individual AIG files. Teacher nomination forms for identification and/or non-identification will not be published to the parents.
- AIG Screening Pools: BOG/EOGs/CogAT, teacher, and parent referrals
- Achievement and Aptitude Testing and alternative evaluation assessments for the NDS AIG Program
- List of alternative tests and assessments that respond to traditionally under-represented populations.

*** Practice G**

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.

The NDS AIG program supports students from Kindergarten through eighth grade. The AIG Program Coordinator/Specialist collaborates with the Director, administration, and the Instructional Coach to review the NCSCOS updates and current changes in curriculum and instruction. DEPs are written at the beginning of the school year or at the beginning of student placement, if the student places into the program later in the school year or transfers from another system. The AIG Program Coordinator/Specialist works with classroom teachers to support development of the talent development list for K-3 students and DEPs for 3-8 students to assist with questions and/or concerns. The following DEP templates are utilized: K-3 Talent Development Document, Grades 3-5 DEP, and Grades 6-8 DEP. The DEP templates and documents are reviewed annually and revised when necessary..

Differentiated Education Plans (DEPs) are located in the AIG Program Coordinator/Specialist's office and are accessible to teachers, administrators, and guidance counselors. Parents have the opportunity to review their child's plan at any time throughout the school year.

The AIG Coordinator/Specialist will:

- Host an annual DEP meeting with parents is held in the fall to review the new DEP, discuss opportunities in the AIG program and any other current updates. The identification process is presented at annual DEP Meetings. The identification process is also located in the NDS AIG Parent Handbook and on our school website. The DEP meeting will include the regular education teacher(s), counselors, instructional coach, and administration. If students are identified after the annual meeting during fall testing, the AIG Program Coordinator/Specialist will meet with parents individually to create the students DEP.
- Meet with parents to discuss DEPs as needed throughout the school year.
- Provide an AIG Program Progress Report that will be sent home at each marking period to provide additional communication regarding the student's progress towards meeting the goals outlined on the DEP, IDEP, or other service plan.
- Once a student has been admitted to the AIG Program, only the parent may elect to exit the child from the program. If a student encounters difficulties, interventions are put in place to help the student improve.
- Attend the IEP meetings for twice-exceptional students and use the IEP to create and IDEP or DEP for the student.

- Work with area high schools to transfer students into their AIG programs. DEP meetings for rising 9th graders are held in the spring during high school transition meetings. The DEPs are completed by the high school AIG representative and the NDS AIG Program Coordinator/Specialist.

Descriptions of programs and services available for each grade level for gifted learners to provide a full continuum of services:

- Grades K-2nd: The AIG Program Coordinator/Specialist works with teachers to identify the characteristics of non-traditional gifted learners (shy students, problem solvers, twice exceptional, etc.) The AIG Program Coordinator/Specialist pulls small groups by grade level for enrichment four days a week.
- Grades 3rd-5th: Once students are tested and enter into the gifted program, the DEP is created and teachers help differentiate for the students. Students are cluster grouped to ensure rigor and high expectations are taking place in the reading and math classes. Technology is often used to enhance the students' learning. The AIG Program Coordinator/Specialist pulls grade level groups for enrichment four days a week.
- Grades 6th-8th: Once students are tested and enter into the gifted program, the DEP is created and teachers help differentiate for the students. Administrators review the master schedule and discussions are held on the number of sections needed in higher reading and math classes. At the end of the school year, 6th grade students may take an exam to see if they place into Math I for 7th grade. Students in grades 7th-8th may take a NCVPS online class if they wish. When possible, teachers who are highly qualified in AIG and their subject matter will be teaching upper level students. The AIG Program Coordinator/Specialist pulls grade level groups for enrichment four days a week.

*** Ideas for Strengthening the Standard**

- Add the identification of possible new AIG students to the MTSS meeting agenda for discussion

Planned Sources of Evidence

*	Teacher lesson plans	
*	AIG Teacher Resource List	
*	NDS AIG Website	
*	NDS AIG Parent Newsletter	
*	Teacher participation in local AIG professional development opportunities	
*	NCVPS student enrollment and completion of courses	
*	Classroom pre- and post-assessments	
*	Talent Development List	

* Student DEPs and meetings

Type	Documents	Document Template	Document/Link
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AIG Standard 1 Additional Resources		N/A	
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Standard 2: Comprehensive Programming within a Total School Community	
The New Dimensions School (12A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	Standard 2: Comprehensive Programming within a Total School Community <i>The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.</i> * Practice A Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification. I. AIG Program Coordinator/Specialist Responsibilities The NDS AIG Coordinator/Specialist collaborates with general education teachers, EC teachers, ELL teachers, guidance counselors, the instructional coach, and administrators to address the increasing needs of gifted students, emphasizing the importance of ongoing and consistent communication in this effort. The AIG Program Coordinator/Specialist engages with classroom teachers through email, individual meetings, and Professional Learning Communities (PLCs) to discuss students' cognitive, academic, and social-emotional needs. Additionally, the AIG Coordinator/Specialist gathers specific data or resources to provide targeted support for students in the classroom based on their identified areas of need. The AIG Program Coordinator/Specialist is to also: ▪ Identify and address trends (positive and negative) ▪ Review and analyze TRS/Motivation forms ▪ Identify appropriate curriculum and instruction for various content and for students ▪ Meet and plan with the Instructional Coach ▪ Provide classroom teachers with a copy of their students' Differentiated Education Plans (DEPs) or Individual Differentiated Education Plans (IDEPs) ▪ Provide pull-out services for K-2 Talent Development and 3rd-8th AIG students ▪ Collaborates with the instructional coach in developing and delivering various professional development programs relating to serving AIG students. These may include: - PETS workshops for K-3rd grade classroom teachers - Hands-On Equations training - Hexagonal Thinking - Strategies for differentiation - Higher Order Thinking Questions - Webb's Depth of Knowledge

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*** Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

I. Collaboration with school personnel:

The AIG Program Coordinator/Specialist will collaborate with school personnel to develop student DEP's to address social and emotional needs for gifted learners. Classroom teachers and the AIG Program Coordinator/Specialist will seek the advice of trained guidance counselors to assist with the social and emotional needs of the gifted learners. This collaboration is driven by the student and school needs.

The AIG Program Coordinator/Specialist will consult with the classroom teacher, administration, the EC director, guidance counselors, and the MTSS team to provide appropriate academic or behavioral support interventions as needed. The behavioral support interventions may include focusing on work habits and social emotional needs. For academic interventions, if students fall below a "C" average in their identified area, they will be provided with appropriate interventions. An AIG advisory form will be completed by the AIG Program Coordinator/Specialist and the classroom teacher. A conference will be held with the parent, teacher, and AIG Coordinator/Specialist. Other school professionals may attend this meeting as needed.

II. Comprehensive services to meet the social and emotional needs of students system wide:

Monthly guidance counselor meetings are conducted to address the social and emotional needs of gifted learners, promoting awareness and training. In elementary and middle school, classroom teachers implement the Second Step program. This initiative aids AIG (Academically or Intellectually Gifted) students in recognizing their emotions, managing stress and anxiety, and making responsible choices. For students in grades 4th through 8th, participation in clubs, focused academic groups, band, chorus, fine arts activities, or volunteering with various community non-profit organizations is strongly encouraged.

The AIG Program Coordinator/Specialist establishes and manages a Google Classroom to maintain open communication with students. This platform enables the Coordinator/Specialist to foster virtual connections and provide various opportunities, including art activities, breakout sessions, surveys, check-ins, and quick feedback. The NDS AIG website features a parent resource section that offers families articles, websites, and activities focused on the social and emotional needs of AIG students, such as perfectionism and asynchronous development.

The NDS Guidance Team participates in DEP meetings to ensure that a holistic approach to teaching the whole child is emphasized for our gifted students. NDS is committed to supporting the growth and development of gifted learners through this comprehensive approach. Teachers and parents are encouraged to consult with guidance counselors whenever an AIG student requires social and emotional support. Training, awareness, and effective communication are essential for providing the necessary support to students and their families.

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*** Practice C**

Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

I. The NDS AIG Program and Services Alignment to the NDS Strategic Plan:

The NDS Strategic Plan supports the growth of students, faculty/staff members, and the community by providing learning opportunities for all.

The NDS AIG Program Coordinator/Specialist will:

- Conduct an inventory of existing resources related to the AIG program
- Schedule regular meetings with school administrative teams to discuss the needs of AIG students and form an AIG Advisory Committee with key stakeholders. The AIG Advisory Committee will help to review/create policies and practices when serving AIG students, including twice exceptional children and multilingual learners.
- Review all school-wide policies related to AIG to ensure effectiveness and alignment with best practices.
- Analyze school improvement plans to identify opportunities for integrating AIG services and collaboratively set measurable goals
- Organize professional development sessions focused on AIG best practices and encourage peer collaboration among teachers.
- Establish evaluation metrics to monitor the effectiveness of AIG programs and create feedback mechanisms for continuous improvement.
- Regularly analyze data related to AIG student achievement and resource effectiveness to inform decision-making
- Integrate into teaming structures and other MTSS infrastructure so that the AIG Program and gifted students can be consistently represented and advocated for in the MTSS context.
- Evaluate effectiveness of materials and designate materials for specific grade levels, subjects, and student interests as well as any cross-grade level content.
- Promote awareness of the AIG program among staff, students, and families through campaigns and community involvement.

II. The needs of AIG Learners in School Policy:

NDS has recently developed their AIG program. The NDS AIG Program Coordinator/Specialist's goal is to communicate, collaborate and ensure that board policies that relate to AIG students and the overall program are effective and abide with current practices.

The NDS AIG Program Coordinator/Specialist along with the Director, the Policy Committee, and the AIG Advisory Board will:

- Ensure that the AIG program is a part of leadership teams' dialogue and is represented when there are "standing meeting" agendas (NDS Board, curriculum, policy, finance, etc) to advocate for the needs of AIG students.
- Review Local Board of Education policies on AIG to ensure their effectiveness and gather stakeholder input for potential revisions.
- Prepare recommendations for new policies or revisions based on the reviews, and present them to school and School boards for consideration.

III. Curriculum Partnerships:

The AIG Program Coordinator/Specialist will meet with the other departments to ensure services are totally integrated. Discussions are held with the NDS Director, Elementary and Middle School Administration, the EC Director, ML teacher, and the Instructional Coach to ensure students are receiving a total quality program. Discussions are often held on the following topics in leadership team meetings: curriculum, resources, materials, testing modifications, tests to be administered in the system, differentiation, and staff development. During these meetings, we will discuss ways to increase student learning, social/emotional well-being of students and staff, ways to collaborate between departments and grade levels, and create school-wide professional development.

Modification for individual AIG students happen in the general education classroom, with the AIG Program Coordinator/Specialist, as well as through NCVPS. Concept-based and Problem-based learning strategies are shared with all educators. The NCSOS requires the implementation of document based activities. The AIG Program Coordinator/Specialist evaluates the effectiveness of the resources used with AIG students to determine which units are successful and determines focused concepts for each grade level. IV. Program Goals: Teachers, parents and administrators have specific conversations about the students' academic and social needs. Some students need classes that are not typically provided in the school. The course of action depends on the individual student's intellectual abilities and social, emotional needs. The AIG Program Coordinator/Specialist meets with parents to discuss the options for the students. The AIG Program Coordinator/Specialist is willing to go beyond the normal schedule and meet students' needs when they are ready for the challenge. Examples of these include: ▪ Online classes through NCVPS in seventh and eighth grade ▪ Math I in seventh or eighth grade. The course of action depends on the individual student's intellectual abilities and social/emotional needs.	* Practice D Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. I. Various Grouping Strategies NDS gifted elementary students are cluster-grouped into homerooms, and into reading and math classes taught by a certified AIG Classroom teacher when possible. In the general education classrooms, students are placed in flexible ability groups based on the students' strengths and needs. Teachers analyze EVAAS data, EOG's, NC Check-ins, and MClass data grouping options to adjust groups as students grow throughout the school year. Teachers are also encouraged to use pre-tests to differentiate instruction and create flexible groups. NDS gifted middle school students are placed in challenging reading and math classes, according to their DEP needs, taught by a certified AIG classroom teacher when possible. Teachers are also encouraged to use pre-tests to differentiate instruction and create flexible groups. Students are given opportunities to participate in NCVPS based on individual needs for acceleration and enrichment. Teachers, parents, guidance counselors, and administrators confer to determine best placement for NCVPS candidates Definitions: Cluster Grouping- AIG students are placed together in homeroom classrooms. Flexible Ability Grouping- Grouping is determined by pre-assessment data. Inclusion- Differentiation is provided for students in the regular classroom setting II. Facilitate Effective Instruction:
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The AIG Program Coordinator/Specialist and Instructional Coach provide professional development and training updates on the following:

- Data Analysis
- Research based instructional practices
- Grouping options for student growth
- EVAAS Data
- EOG's
- NC Check-In's
- Schoolnet

*** Practice E**

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

I. Provide access to the local AIG program and other resources:

The AIG Program Coordinator/Specialist attends School Improvement Team meetings and informs the Director and Administrators of any updates, answers questions, and accepts feedback about the program. The AIG Program Coordinator/Specialist presents AIG information at faculty meetings or as necessary when new information is shared. The AIG Program Coordinator/Specialist supports the classroom teachers with training and research-based information concerning gifted students.

The AIG Program Coordinator/Special will offer professional development that covers topics like:

- History of AIG
- Identification of Gifted Learners including twice-exceptional students, and multilingual learners
- Characteristics and needs of the gifted learner
- Using technology with gifted students
- Differentiation/grouping strategies

The NDS Program Coordinator/Specialist communicates by using various electronic means; e-mail, automated phone calls with Infinite Campus, NDS AIG Website, ClassDojo, NDS AIG Parent Newsletters, and Google Classroom.

The NDS AIG Website will include:

- Parent Handbook: updated throughout the year as needed)

-AIG Overview (for parent and other stakeholder, available electronically and in print) -AIG Program Overview Brochure -DEP Examples for Grades 3-5 and Grades 6-8 -DEP PowerPoint -AIG Asynchronous PD Links -AIG Booster Shots -NCDPI Learning Labs -Virtual AIG Curriculum Resources	* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. I. The AIG Program Coordinator/Specialist will provide classroom teachers with AIG identification information for their students. Teachers also have access to AIG identification information in Infinite Campus. The AIG Program Coordinator/Specialist will communicate specific needs or situations with homeroom teachers such as twice exceptional students. The AIG Program Coordinator will present AIG information during meetings with the Director, administration, NDS Board, School Improvement Team, Academic Committee, and the AIG Advisory Committee prior to important transition times throughout the year. The AIG Program Coordinator/Specialist will present AIG information at faculty meetings or as necessary when new information is shared. AIG Program Coordinator/Specialist will share information at PLC meetings, individual teacher meetings, parent meetings. II. High School Transitions: To assist with the transition from middle school to high school, 8th grade students and parents are invited to the high school to attend a high school transition meeting. After the transition meeting, a DEP meeting will be held. At this meeting, parents and students are informed of the advanced opportunities that are available at the high school level. The high school SBC presents information related to pre-AP, AP, and Honors level courses. In addition, county wide open house meetings are held for students and parents at the high schools in the fall of every school year. Parents are encouraged to talk with guidance counselors, teachers, principals and AIG personnel about classes and pathways for students during these events. The AIG Department shares updates on school webpages. AIG Program Specialists work with the teachers and instructional coaches at the schools to ensure a smooth transition. 8th grade AIG folders along with a comprehensive list of students, areas of identification, and special notes regarding placement in NCVPS classes prior to 9th grade are given to the rising high school.
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*** Practice G**

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

I. Grade Level or Subject Acceleration Options:

NDS implements an integrated acceleration system that considers various factors, including attendance, class size and coordination, behavior, academic achievement, cognitive ability, attitude toward challenges, work completion, grades, extracurricular involvement, and the attitudes of students and families toward acceleration. Based on the student's data and individual needs, a discussion is conducted among the director, principal, classroom teacher, and parents to determine the most suitable educational pathway that takes the whole child into account. All forms of acceleration are grounded in demonstrated need, supported by documentation of achievement results.

The AIG Department explores methods to accelerate such as :

- Content-Based Acceleration-to provide students with advanced content, skills, or understandings before the expected age or grade level
- Grade-Based Acceleration- to provide the opportunity for students to shorten the number of years a student spends in the K-12 system This is done on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities. Examples- Whole grade acceleration, early entrance to school, and grade telescoping

II. Acceleration Options:

Teachers are encouraged to pre-assess students on each new unit of instruction to allow for flexible grouping, compacted curriculum, acceleration, or enrichment. The AIG Program Coordinator/Specialist can help create pre-assessments using Schoolnet questions or NCSCOS as needed.

- In elementary and middle school, the following are examples of Internet based programs used to accelerate or compact the curriculum to meet students' specific needs in reading and math: Read Theory, NewsELA, Boost Math, and other online resources.
- Distance Learning- Students can enroll in NCVPS with approval from the Director, Administrators, and the AIG Program Coordinator/Specialist.

*** Practice H**

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.

NDS provides comprehensive nurturing services for all students in K-3. A primary component of this program is PETS. (Primary Education Thinking Skills). The PETS program provides lessons in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation. These lessons align with the higher levels of Bloom's Taxonomy. All K-2 students are involved with the lessons. The program serves to enrich the regular curriculum and as a diagnostic tool for teachers to identify talented learners, to explore the students' potential, especially in the under-represented populations. The AIG Program Coordinator/Specialist will provide these lessons to the classrooms. The book Building Thinking Skills provides verbal and non-verbal reasoning activities to improve students' vocabulary, reading, writing, math, logic, and figural-spatial skills, as well as their visual and auditory processing. This book will be used primarily by the AIG Program Coordinator/Specialist with the K-3 students in the nurturing program.

The K-2 teachers use assessment data from mClass/Dibels and Boost Math diagnostics, or another tool to flexibly group students for reading and math instruction. Advanced learners have the opportunity to work together and accelerate. The AIG Coordinator/Specialist will collaborate with the regular education

teacher to provide appropriate instructional resources for acceleration and enrichment/extension. The AIG Program Coordinator/Specialist works with the classroom teachers on choosing appropriate technology resources for advanced learners. Across grade grouping is also utilized when appropriate. The AIG Program Coordinator/Specialist will collaborate with teachers to address social-emotional concerns, such as students "acting out" due to boredom or struggling to complete or engage in challenging tasks because of perfectionism. The specialist draws on their expertise in the social-emotional issues faced by gifted students to facilitate interventions that support the student's success in the regular classroom, both academically and socially. 3rd graders are able to be identified for gifted services in reading after taking the NCBOG Reading Test.	* Practice I Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.
I. Opportunities for ALL students: The NDS Mission Statement: <i>At this school, we seek to nurture every student, every day to develop strong character, academic excellence and good citizenship.</i> In accordance with our school mission statement, the NDS AIG program offers intentional talent development programming aimed at nurturing the potential of the young AIG population in grades K-2 and increasing the representation of under-represented AIG students. The program focuses on building knowledge and skills that may lead to future identification while providing guidance and support for students' overall development from K-12. It encourages enrollment in rigorous classes and addresses students' academic and intellectual abilities. The AIG Program/Coordinator in collaboration with our school guidance counselors assist students in overcoming weaknesses by developing coping and problem-solving skills. Guidance and support are also provided for students' social and emotional development in grades K-8. The AIG Program Coordinator/Specialist helps students find their paths through intentional planning and advising during grades 6-8. NDS identifies and serves AIG students in grades 3-8, and provides a talent development program for K-2 students. The talent development program includes PETS lessons that are given at least twice a year by the AIG Program Coordinator/Specialist to every K-2 child, including under-represented populations. Primary Education Thinking Skills (PETS) provides instruction in divergent, convergent, visual/spatial, and evaluative skills. This instruction helps all students develop higher order thinking skills and provides a diagnostic tool for teachers to use when identifying gifted learners. Teachers collaborate and receive feedback from EC, ELL, Title I, universal screenings, and MTSS Data. Data can be analyzed to provide support for all potential gifted students.	* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day. Opportunities for AIG students in Extracurricular Activities: NDS offers a variety of extra-curricular activities upon availability: ▪ Spelling Bee ▪ MATH Counts ▪ Science Fair

▪ DAR Speech/Essay Competition ▪ Battle of the Books ▪ Speech ▪ Morganton Art, Design, and Engineering (MADE) Competition ▪ Robotics ▪ Band ▪ Chorus, ▪ National Beta Club ▪ Athletics: cross country, flag football, golf, tennis, indoor/outdoor soccer, basketball At each DEP meeting, it is stressed that AIG students <i>can not be required to participate</i> in specific academic competitions based on their AIG label. Students have a choice based on their skills and preferences.	
* Ideas for Strengthening the Standard	
Add AIG/extensions student tasks to the grade level curriculum planning meetings	
Planned Sources of Evidence	
* Agendas for meetings (Faculty, School Improvement Team, Academic Committee, AIG Advisory Board, Support Staff, and Administrators)	
* Sign-in sheets from meetings results	
* Research documents to address needs listed on webpage	
* Materials purchased with state AIG funds	

*	List of resources available and used by teachers and specialists	
*	List of technology components used by teachers and specialists	
*	Teacher expectations list of curriculum and strategies	
*	DEPs and IDEPs	
*	AIG student profiles	
*	Cross-grade level content- vertical planning	
*	Grouping practices	
*	Information from stakeholders: student, instructional support, parent/guardian surveys	
*	DEP meeting information for transition from K-2 to grades 3-5 to grades 6-8	
*	K-2 Talent Development Plan	
*	Student participation	
*	School-wide Academic Competition calendar (MathCounts, Spelling Bee, Speech Contest, Robotics,etc)	
Documents		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	

Standard 3: Differentiated Curriculum and Instruction

The New Dimensions School (12A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 gifted learners.

*** Practice A**

Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

NDS teachers utilize the North Carolina Standard Course of Study (NCSCOS) as a framework for differentiation. To support advanced learners, teachers may adapt the curriculum based on students' learning styles, interests, and readiness levels. The AIG Program Coordinator/Specialist will work alongside general education teachers and the Instructional Coach to compact the NCSCOS for math and reading in grades K-8. The AIG Program Coordinator/Specialist will regularly attend PLC meetings to assist with student grouping. Additionally, the AIG Program Coordinator/Specialist will collaborate with general education teachers to provide enrichment opportunities for high-achieving, non-identified K-2 students. Advanced courses will be offered for students in grades 7-8 through NCVPS. At the end of the school year, sixth-grade students will take an assessment to determine eligibility for Math I in 7th grade, with the same assessment available to 7th graders for Math I qualification.

Examples of opportunities provided by the school for acceleration, enrichment and extension:

- Independent Study Contracts (Elem./Middle)
- STEM Classes-Project Lead the Way (Elementary/Middle)
- Tiered Assignments (Elem./Middle)
- Problem Based Learning Opportunities (Elem./Middle)
- After School Academic Competitions/Clubs (Elem./Middle)
- Curriculum compacting (Elem./Middle)
- Advanced Classes through NCVPS (Middle)

*** Practice B**

Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

The AIG Program Coordinator/Specialist will collaborate with teachers to provide support in assessment data analysis, resources, technology, and professional development opportunities.

The AIG Program Coordinator/Specialist will:

▪ supply materials to assist teachers in differentiating instruction for gifted students and offer consultative services tailored to meet the needs of students. ▪ work closely with administrators, counselors, teachers, and staff to identify and address the unique academic and social-emotional needs of gifted learners. ▪ provide support to help teachers interpret assessment data, share evidence-based instructional strategies, and provide resources customized to the student population. ▪ deliver targeted professional development at the school level. Gifted students may require curriculum modifications to fully reach their academic potential while also addressing their cognitive and social-emotional needs. To support this, NDS offers a range of services designed to accommodate students' abilities, readiness, interests, and learning styles. ▪ Elementary level: Students may be grouped by cluster or subject for ELA and/or Math, with cross-grade grouping implemented when appropriate. ▪ Middle school level: The learning environment options for ELA and Math may include subject acceleration, block grouping, cluster grouping, cross-grade grouping, and enrollment in NCVPS classes (Grades 7th-8th). Instructional strategies used to support gifted learners include curriculum compacting, flexible grouping, tiered assignments, independent learning contracts, self-paced learning, learning centers/stations, and project-based learning.	* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. With the implementation of one-to-one technology at the elementary and middle school levels, the variety of resources available to enrich curriculum and instruction in classrooms has greatly increased. The AIG Coordinator/Specialist will consistently research additional evidence-based strategies and resources to further enhance student learning. Elementary Teachers in K-2: Teachers use data in the following areas to determine if/when differentiation is needed: DIAL (Kindergarten), Pre-assessments, Fountas & Pinnell Running Records, mClass/Dibels, Boost Math Diagnostics Acceleration/Enrichment/Extension Opportunities: AIG Program-K-2nd Advanced Curriculum Materials- These include but are not limited to: ▪ PETS (Primary Education Thinking Skills) ▪ Beginning Word Roots ▪ Lollipop Logic ▪ Math Stars ▪ Super Star Math ▪ Building Thinking Skills
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- Read Theory

- Advanced grade level reading and math activities

- Students participate in STEM classes once a week that use Project Lead the Way in their instructional plan

Elementary Teachers in grades 3-5: Teachers use data in the following areas to determine if/when differentiation is needed: Pre-assessments, mClass, formative assessments (NC Check-ins) and summative assessments (NC EOGs).

Acceleration/Enrichment/Extension Opportunities:

Curriculum Compacting, online apps and computer software, etc. are used during small group math and reading instruction based on student need.

AIG Program- 3-5 Advanced Curriculum Materials- These include but are not limited to:

- Hands-On Equations
- IXL- ELA, Math, Science, Social Studies
- Math STARS

- Super Star Math

- STEM Challenges

- Advanced Novels

- Word Roots

- Read Theory

- Socratic Seminars

- Students participate in STEM classes once a week that use Project Lead the Way in their instructional plan.

- Problem/Project based learning

- Academic clubs and competitions are based on availability.

Teachers in grades 6-8: Teachers use data in the following areas to determine if/when

differentiation is needed: Pre-assessments, formative assessments (NC Check-ins) and summative assessments (NC EOGs).

Acceleration/Enrichment/Extension Opportunities:

Curriculum Compacting, online apps and computer software are used during small group math and reading instruction based on student need.

AIG Program- 6-8 Advanced Curriculum Materials- These include but are not limited to:

- Advanced novel studies
- Hands-On Equations
- IXL- ELA, Math, Science, Social Studies
- MLA research
- Online classes via NCVPS (Grades 7th-8th)
- Problem/project based learning
- Stem Challenges
- GimKit
- Gizmo
- Word Roots
- Read Theory
- Math STARS
- Super Star Math
- Students may take a STEM class as part of their elective classes.
- Academic clubs and competitions are based on availability.

Cross-Curricular Materials- These include but are not limited to:

- NCDPI Learning Labs
- BreakoutEDU
- Renzulli Learning
- Byrdseed TV
- Inquiry-based Science and Social Studies
- Differentiated Project Folders- Forms include topics, specific requirements, cited research, and a rubric.

The AIG Coordinator/Specialist will continue to research additional evidence-based strategies and resources to enhance student learning.

The AIG Coordinator/Specialist will work with the guidance counselors to address the social and emotional needs of the AIG students. We will use the Second Step Program and the Social and Emotional Gifted Teens Workbooks published by Pieces of Learning.

Topics covered:

- The Creativity Workbook for Gifted and Talented Teens
- The Motivation Workbook for Gifted and Talented Teens
- The Friendship Workbook for Gifted and Talented Teens
- The Boredom Workbook for Gifted and Talented Teens
- The Stress Workbook for Gifted and Talented Teens
- The Social Skills Workbook for Gifted and Talented Teens
- The Gratitude Workbook for Gifted and Talented Teens

*** Practice D**

Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

NDS prepares "Future Ready" learners by fostering critical thinking, communication, collaboration, creativity, curiosity, and leadership. Students participate in advanced content, real-world experiences, and life skills that encompass accountability, adaptability, ethics, and responsibility, all while developing global awareness and problem-solving skills.

The AIG Program Coordinator/Specialist provides materials at the school level to support and foster the development of future ready content and skills. The AIG Program Coordinator/Specialist and teachers will collaborate to provide real-world learning experiences for students such as virtual field trips and problem/project based learning activities. The AIG Program Coordinator/Specialist and the STEM teacher will collaborate to develop STEM units focused on real-world challenges within the community. They will engage with local businesses to research and design instructional units that highlight emerging STEM careers and job opportunities in the area. These units often incorporate project-based learning (PBL) activities that promote critical thinking, collaboration, and communication skills. Students will have the opportunity for extended learning beyond the classroom using educational field trips.

Some of the opportunities offered to students at NDS include:

Academic competitions upon availability:

- Battle of the Books
- DAR Essay Competition

▪ Lego Robotics ▪ Science Fair ▪ Math Counts ▪ MADE Competition ▪ Science Olympiad ▪ Speech Contest ▪ School-wide Community service projects including the following: • Burke United Christian Ministries • Friends for Animals • United Way • Glen Alpine Food Bank	* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. Pre-assessments are essential in the general classroom to ensure gifted students receive appropriate instruction. Before introducing a new concept, general education teachers administer pretests to assess students' prior knowledge and guide instructional planning. Many gifted learners have already mastered portions of the grade-level curriculum before being introduced to new content. When pre-assessment results show proficiency, acceleration or enrichment activities are crucial for fostering cognitive and academic growth. Additionally, pre-assessments help identify learning gaps in gifted students, ensuring these gaps are addressed as they progress through the grades. They also support flexible grouping, allowing students with similar abilities to learn together effectively. Formative assessments are opportunities for the teacher to provide feedback to the student about their progress and help the student reflect on any needed changes. Formal assessments include but are not limited to: quizzes, Fountas and Pinnell running records, exit tickets, and anecdotal notes of student progress. The AIG Program Coordinator/Specialist will work closely with the director, administrators, classroom teachers, counselors, the instructional coach, and other staff to analyze data and determine the next steps for instruction. For all projects and problem-based learning tasks rubrics will be provided to the students before beginning the task, so students know the expectations. During the school year, students will take one or more of the following assessments: ▪ Beginning of Grade Reading Assessment (BOG)- 3rd grade in Fall ▪ Diagnostics from mClass, Dibels, and math assessments (Fall, Winter, Spring) for K-8th ▪ NC Check-ins for reading and math (3rd-8th) and science (5th and 8th)
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- End of Grade Assessments for reading and math (3rd-8th) and science (5th and 8th)

The AIG Coordinator/Specialist has received training in the following areas to interpret AIG student data:

- EVAAS- BOG, NC Check-ins, EOGs
- Infinite Campus
- Schoolnet
- Benchmarks
- Pre and Post Assessments, Self Assessments.
- CogAT

*** Practice F**

Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

I. Communication

The AIG Coordinator collaborates with the Director, Administrators, EC Director, Instructional Coach, and other staff members to discuss and develop differentiated curriculum and instructional strategies. Programs are carefully evaluated and reviewed to ensure the implementation of high-quality initiatives that promote student growth. Administrators receive training to effectively advocate for the needs of AIG students within their school. School guidance counselors are also well-prepared to address the social and emotional needs of these students. AIG Specialists undergo cross-training to equip them with the instructional strategies and support necessary for schools. Additionally, classroom teachers maintain open communication with AIG students and their parents, keeping them informed about the students' progress and specific needs.

II. Collaboration

The AIG Program Coordinator/Specialist will meet with the instructional coach to discuss the needs of the schools, the AIG students and the teachers.

The AIG Program Coordinator/Specialist will:

- Meet with PLCs throughout the year.
 - Provide materials, strategies and resources for classroom teachers based on planning sessions.
 - Differentiated instructional strategies are shared with the teachers to ensure AIG students are stretching and growing. Examples are: virtual tours, thematic units, STEAM activities, PLTW, project-based learning, personalized instruction, college and career discussions, and leadership opportunities. Apps and online resources are researched and provided for the teachers and students.
 - Additional training is provided for teachers based on the teacher's needs and experiences.
- At NDS, the goal is for stakeholders to have knowledge and understanding of the NDS AIG plan.
- The following meetings are a form of communication to heighten the awareness of AIG students:

▪ School based leadership teams ▪ Professional Learning Communities ▪ Department meetings/grade level meetings ▪ Faculty meetings ▪ Professional development training sessions ▪ Academic Committee Meetings ▪ AIG Advisory Committee Meetings ▪ NDS Board Meetings								
* Ideas for Strengthening the Standard The AIG Program Coordinator/Specialist will embed differentiation practices into PLCs meeting with grade level teachers.								
Planned Sources of Evidence								
*	Meeting Notes from School-based leadership team, PLCs, departmental/grade level, faculty, PD, Academic Committee, AIG Advisory Committee, and NDS Board meetings							
	Student data							
	Samples of resources shared with teachers							
<table> <tr> <th>Type</th><th>Documents</th><th>Document/Link</th></tr> <tr> <td>AIG Standard 3 Additional Resources</td><td>Document Template</td><td>N/A</td></tr> </table>			Type	Documents	Document/Link	AIG Standard 3 Additional Resources	Document Template	N/A
Type	Documents	Document/Link						
AIG Standard 3 Additional Resources	Document Template	N/A						

Standard 4: Personnel and Professional Development
The New Dimensions School (12A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 4: Personnel and Professional Development <i>The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.</i>
* Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. I. Leadership expectations of the NDS AIG Coordinator/Specialist: NDS requires that the AIG Coordinator possesses the following: ▪ Experience working with and supervising AIG teachers ▪ Experience supervising AIG program at the school level and at multi-levels ▪ NC Gifted Licensed Educator ▪ Teaching experience that includes gifted students ▪ Experience working with parents of AIG students ▪ Experience and knowledge of K-8 curriculum ▪ Knowledge of the operations of schools, schedules, timelines, and growing needs regarding AIG program at the school level ▪ Knowledge and training in the areas of research based instructional strategies for gifted learners: Differentiation, Curriculum Compacting, Cluster Grouping, Independent Study, Concept Based Teaching, Data Analysis- pre and post assessments ▪ Communicates well with teachers, students and parents ▪ Collaborates with other school leaders to strengthen student learning ▪ Participates in regional and statewide meetings-conference calls, training sessions, webinars, conferences ▪ Trains teachers and administrators on sections of the NDS AIG plan and AIG research based best practice strategies The AIG Program Coordinator/Specialist's duties include, but are not limited to, overseeing the referral, screening, and identification process, as well as maintaining up-to-date documentation of student identification and services. They are responsible for advocating for the needs of AIG learners and managing the services provided to identified students. The coordinator participates in professional development opportunities to support the growth of gifted learners and is tasked with creating, monitoring, and updating the local AIG plan. Additionally, they attend PLC meetings to guide general education teachers on best practices for supporting gifted learners and provide professional development and resources about gifted education to staff. Building and maintaining partnerships with gifted families and stakeholders is also a key responsibility of the AIG coordinator.

* Practice B Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.	
AIG Program Coordinator/Specialist: Currently, NDS employs an AIG Program Coordinator that also serves as the AIG Specialist for grades K-8th. Across all levels, the AIG Program Coordinator/Specialist plays a crucial role in supporting advanced learners, providing instructional guidance, and fostering strong partnerships within the school community. Collaboration is a key aspect of the role, as the AIG Coordinator/Specialist works directly with classroom teachers to provide feedback on differentiation for gifted learners and consults with other school personnel, such as guidance counselors, EC teachers, and the instructional coach, to meet the cognitive, academic, social, and emotional needs of gifted students.	
The AIG Coordinator/Specialist will: ▪ review and analyze benchmark and summative data for current and prospective AIG students, sharing this data with teachers and developing appropriate interventions when needed. ▪ work with the instructional coach to develop curriculum units that engage students and promote critical thinking in the regular education classroom. ▪ test potential AIG students each year ▪ ensure the AIG roster in Infinite Campus is accurate by collaborating with the school's data manager. ▪ maintain regular communication with school administration and participate in professional development conferences and workshops, sharing new information and resources with teachers. ▪ facilitate annual Differentiated Education Plan (DEP) reviews with AIG families and assist in transition meetings at the high school level. ▪ collaborate with middle school teachers to develop curriculum units specifically for gifted students in grades 6-8. ▪ Model and/or co-teach lessons ▪ assist with planning and presentations for faculty meetings ▪ attend NCDPI AIG meetings ▪ share updates with the School Improvement team, the Academic Committee, and the AIG Advisory Committee, as well as faculty.	
* Practice C Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.	
I. School Leadership:	

The AIG Program Coordinator/Specialist will provide updates to the new AIG plan and how it aligns to the NDS Strategic Plan to the Director, NDS Board, Academic Committee and the AIG Advisory Committee. All administrative staff and committees meet regularly to share curriculum updates with school-wide faculty members and instructional support staff.

II. Administrators:

The AIG Program Coordinator/Specialist provides professional development to administrators at leadership meetings that are held regularly. Guidance counselors have access to resources on social-emotional needs of gifted students available through the AIG Program Coordinator/Specialist.

The AIG Program Coordinator/Specialist will communicate updates regarding the AIG plan to principals and counselors and work to coordinate training dates for instructional staff. MTSS teams are established to meet about any student that needs additional support or intervention services. Related services are considered based on the needs of the student. The AIG Program Coordinator/Specialist is available to attend MTSS meetings to advocate for AIG students as needed.

III. Classroom Teachers:

Training will be provided for all instructional staff on effectively implementing the revised AIG plan, covering updated pathways that include national, state, and local norming guidelines to improve the identification of under-represented populations, as well as necessary paperwork and procedures. The AIG Program Coordinator/Specialist will offer professional development on various topics related to AIG students through both asynchronous and synchronous learning, aligning with the latest research in gifted education and addressing the highest teacher needs. Teachers will receive CEUs for license renewal, and classroom teachers are encouraged to take the Gifted Praxis. NDS keeps a record of all teachers who have completed at least 30 hours of local training and/or state certification, while also surveying classroom teachers to identify their professional development needs.

Topics covered are:

- Historical Perspective
- Identifying Characteristics of Giftedness
- Special Considerations (ELL, Twice Exceptional, under-represented, MTSS)
- Instructional Strategies
- Technology Integration
- Classroom management in the differentiated classroom
- Self-Reflection and Evaluation
- Design Thinking
- Genius Hour
- Hexagonal Thinking
- STEM Through Literature

Classroom teachers are offered professional development on AIG resources including: ▪ Word Roots ▪ Word Within a Word ▪ Hands-On Equations ▪ PETS (K-3)	
* Practice D Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position. NDS maintains a list of teachers who have obtained Gifted Certification from an approved university program or by successfully passing the Praxis Gifted Education 5358 exam. Asynchronous and synchronous learning will be provided to serve as local training for classroom teachers. When possible, the Director and administration places identified students in gifted teachers' classrooms. Topics covered are: ▪ Historical Perspective ▪ Identifying Characteristics of Giftedness ▪ Special Considerations (ELL, Twice Exceptional, under-represented, MTSS) ▪ Instructional Strategies ▪ Technology Integration ▪ Classroom management in the differentiated classroom ▪ Creation of an original differentiated lesson plan using the NC AIG Wiki Lesson Plan Template ▪ Self-Reflection and Evaluation	
* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. The AIG Program Coordinator/Specialist will share information about AIG add-on licensure opportunities at the local and state levels as they become available. Classroom teachers serving AIG students are encouraged to pursue state certification in gifted education or by successfully passing the Praxis Gifted Education 5358 exam. NDS is committed to recruiting, retaining, supporting, and developing employees, including those with AIG licensure.	
* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.	

Professional Development opportunities are developed in response to teacher needs determined by survey feedback. Synchronous and asynchronous opportunities will be created in order to provide individualized training. Teachers may choose offerings that best fit their classroom needs and schedule. Based on changes in staffing, refresher courses will be offered in the fall for programs such as: ▪ Hands-On Equations(elementary), ▪ Word Within the Word (middle school), and ▪ strategies used to both identify and enrich gifted learners (ie. NCDPI Booster Shots, NCDPI Learning Labs). The AIG Program Coordinator/Specialists will provide professional development during faculty meetings and PLCs to ensure the equity and excellence of our new plan.					
* Practice G Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.					
Professional development offered by the AIG Program Coordinator/Specialist will center around best practices in differentiating instruction for advanced learners. Thus, providing professional development opportunities for teachers serving advanced learners complements the professional development offered in the School. Surveys given to AIG teachers elicit the teachers' opinions on what professional development would be beneficial. Teachers who are enrolled in the local training course are also asked to give their opinions on future professional development. This data drives future staff development. Another factor that impacts AIG staff development is the NCAGT conference. The AIG Program Coordinator/Specialist attends yearly and brings back new information about best practices in AIG curriculum. New strategies, resources, and best practices are shared with relevant teachers. In the future, NDS would like to add one or more teachers to attend the conference in the future when possible based on AIG funding availability. Websites and resources from the conference are posted to the AIG website.					
* Ideas for Strengthening the Standard The AIG Program Coordinator/Specialist will attend relevant conferences relating AIG services. The AIG Program Coordinator/Specialist will create professional learning networks within the school sharing and elevating AIG content knowledge for all stakeholders.					
Planned Sources of Evidence <table><tr><td colspan="2">* Conference notes</td></tr><tr><td colspan="2"></td></tr></table>		* Conference notes			
* Conference notes					

*	Documentation of collaboration with teachers and services/support to students		
*	Materials shared with all stakeholders		
*	Documentation of collaboration with teachers and services/support to students		
*	Documentation of teachers' AIG Professional Development Log		
*	Professional Development opportunities list		
*	Teacher feedback, student testing data and analysis		
*	Schedule of professional development sessions and attendance		
*	Documentation of meetings and agendas		
*	Feedback from teachers attending trainings		
*	Increased number of AIG-trained teachers at all levels		
*	AIG Local Training Sessions based on teacher feedback		
Type		Documents	Document/Link
AIG Standard 4 Additional Resources		Document Template	N/A

Standard 5: Partnerships	
The New Dimensions School (12A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 5: Partnerships	<i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>
* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional. Parents are able to provide feedback through parent surveys annually. Parents are invited to participate in an AIG Advisory Group that focuses on current program practices and enhancing the NDS AIG program. Families are encouraged to attend school wide events like robotics, math counts, science fair, spelling bee, and other various curriculum nights to showcase enrichment opportunities. We utilize a variety of social media platforms and communication apps to send regular updates and information. The communication apps also serve as an open forum for parents to communicate any specific questions or concerns. AIG families are invited to yearly DEP, open house, and transition meetings. Each provides a time for parents to discuss their child's participation in the program. Supportive documents for parents, including SEL strategies, can be found on our AIG page on our school website.	
* Practice B Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services. The AIG Coordinator has identified local and regional agencies with which NDS aims to establish partnerships. Additionally, NDS is actively seeking collaborations with institutions of higher education and local businesses. Through participation in the STEM West meetings, NDS can borrow STEM supplies, connect with STEM educators, and stay updated on upcoming activities and emerging technologies. Local Business and Industry We Hope to Include: ▪ Western Piedmont Community College (WPCC) ▪ North Carolina School of Science and Math (Morganton Campus) Regional Partnerships Include: ▪ -Western Piedmont Council of Governments (WPCOG) STEM West Meetings Statewide Partnerships We Hope to Include:	

▪ -North Carolina Virtual Public School ▪ -Burroughs Wellcome Student Science Enrichment Program ▪ -North Carolina Association of Gifted and Talented ▪ -National Association for Gifted Children	* Practice C Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff. There are leadership groups in the school to assist in decisions, discussions and communication of the AIG program and plan. Following the yearly AIG School survey, parent feedback is reviewed and analyzed. Parents are given the opportunity through the survey to participate in the AIG Advisory group. They can also be invited by teachers or school personnel. Analysis of the feedback is reviewed with the advisory group to make recommendations for revisions to the AIG plan. The AIG Program Coordinator/Specialist will hold AIG Advisory group meetings each year to discuss the AIG plans and answer any questions from the teachers in the school. The notes from each AIG Advisory group meeting will be shared with the Academic Committee who will communicate information to the NDS Board. The Director, various NDS board members, administrators, instructional coach, teachers, and parents attend the meetings. The meetings/training sessions ensure that the schools are on the same page with the NDS AIG Plan. The AIG parents are encouraged to share questions or concerns at any time. Parents may call, email or meet with the AIG Program Coordinator/Specialist in individual parent conferences at the school. Parents are also surveyed at the end of the year so they can further share any suggestions or concerns. All stakeholders have access to the AIG Plan and AIG Program Coordinator/Specialist.
* Practice D Informs all students, parents/guardians, and the community of the following: ▪ Local AIG Plan ▪ Local AIG program services ▪ Policies and procedures relating to advanced learning and gifted education ▪ Ways to access advanced learning opportunities Communication is ongoing and responds to the diverse language and other needs of the community.	Communication about the AIG program is primarily provided in English during all fall DEP meetings with parents, students, and educators, with translators available upon request. Throughout the school year, opportunities are posted on the NDS AIG website. Various communication methods are used to inform parents about upcoming AIG opportunities, including emails, ClassDojo messages, social media posts, school newsletters, automated calling systems, and letters. Several of these communications are translated into Spanish. Recognizing that some families speak their native languages but may not read them, plans are in place to provide information in auditory formats for both Spanish and Hmong. The NDS website is regularly updated with news and event sections, and brochures and other materials are available in students' native languages.

Information is shared with educators, students, and families through DEP meetings, PTO meetings, and parent nights. Additional resources, such as school newsletters, brochures, the NDS AIG webpage, and the AIG Parent Handbook, are also available. The Infinite Campus Messaging automated system is used to communicate with AIG parents through emails, phone calls, and text messages, while ClassDojo provides regular updates on AIG-related information. AIG information is also shared during faculty meetings, the NDS Academic Committee, the AIG Advisory Committee, the NDS School Improvement Committee, and NDS Board meetings. Additionally, New Dimensions disseminates news and program highlights through local news articles and social media platforms.	
* Ideas for Strengthening the Standard - Contact local agencies to form partnerships with our school	
Planned Sources of Evidence	
* School Webpage	
* Brochures and other documents relating to the AIG program	
* Meeting Agendas	
* Surveys: students, parents, educators, and community	
* Documentation of goals, tasks, and accomplishments for each committee	
* Translated documents into native languages (written and auditory formats)	
* NDS Director Monthly Newsletters	
* Letters and Emails	
* Social media posts	
* News articles	
* NDS AIG Parent Newsletters	

Documents		
Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	

Standard 6: Program Accountability	
The New Dimensions School (12A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 6: Program Accountability	<i>The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.</i>
* Practice A	Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.
I. Complete and submit NDS AIG Plan	The NDS AIG Plan is developed in alignment with state legislation and NC SBE policy (N.C.G.S. § 115C-150.5-.8, Article 9B). It encompasses all components of the updated NC AIG standards revised and adopted by the NC SBE in July 2024. Input for the plan was gathered from the academic committee, which includes administration, parents (NDS board members), and teachers. The AIG coordinator researched effective instructional strategies used in local schools and ensured the plan included all required elements. The plan will be presented to the school board for approval before being submitted to NCDPI for review.
II. Submit NDS AIG plan to the Board of Education	The AIG Plan will be submitted for the New Dimensions Board of Education for review in April/May. Once the plan is approved it will be sent to DPI by July 15th, 2025. Our NDS Board approved our 2025-2028 AIG Plan on Thursday, May 15th, 2025.
* Practice B	Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.
I. Process to Monitor the Implementation of the NDS AIG Plan:	The AIG Coordinator, school director, administrators, teachers, and other staff play a vital role in carrying out the school-wide AIG plan. Clear communication is essential to ensure everyone understands the research, importance, and expectations for supporting AIG students in reaching their full potential. Ongoing local training helps teachers address the academic, intellectual, social, and emotional needs of gifted learners.
II. Oversee the Program on an Ongoing Basis:	The AIG Coordinator will support instruction and evaluate school needs and services by: ▪ Attending weekly PLC meetings with the school director, administration, and teachers.

- Reviewing student performance, and observing classrooms.
- Collecting and analyzing data to identify and report patterns and trends.
- Conducting surveys for parents, students, and teachers.

The AIG Coordinator will meet with the Academic Committee and the AIG advisory committee to review growth and identify areas for improvement within the plan. The AIG Coordinator will compile all related documentation and opportunities for improvement in a centralized location accessible to all stakeholders.

III. Monitoring and Documentation:

The AIG Coordinator will visit teachers on a frequent basis and collect the following information:

- Notes from PLC Meetings
- Documentation of Services
- Schedule for AIG classes
- Documentation (timeline) from AIG of when specific components of DEP
- (strategies/interventions) will be implemented)
- Support strategies/interventions implemented (especially pre and post results and analysis)
- Disaggregated data from Infinite Campus-attendance, grade data, historical grade data and previous test scores and growth for the EOG, and NC Check-In scores
- Local data from Boost Math reports, mClass/Dibels, IXL data reports
- Data to determine needs (teachers and students)
- Data from Parent/Teacher/Student surveys
- School population data for screening (population nominated compared to school population)

The AIG Program Coordinator/Specialist will develop a progress report for the AIG students that will be sent home quarterly. This progress report will include data from classwork, IXL (ELA and Math) and problem/project learning based activities. A portfolio of student work will be kept for each student and can be included in student-led conferences for 3rd-8th grade.

*** Practice C**

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the Local AIG Plan in accordance with state policy.

I. Awareness of State Budget:

Each spring, the AIG Coordinator meets with the School Director to discuss the goals and needs of the AIG program. In the fall, after the budgets are released, the AIG Coordinator follows up with the School Director to review the allotments and specific line items.

State fund allotments for the NDS AIG program are as follows:

- Funds allocated for AIG purposes
- Monthly budget monitoring in collaboration with the administrative assistant

II. Strategic Plan for AIG Funds: The NDS AIG goals are reviewed each spring and summer to prepare for the upcoming school year. This forward-thinking approach ensures that funds are used efficiently and appropriately to support students from kindergarten through 8th grade. Goal setting is closely aligned with budget planning and spending.

III. Monitor Expenditures:

A budget is developed that includes the following, but is not limited to:

- CogAT testing materials
- Programs and apps that are used by AIG students (IXL, Renzulli, etc...)
- iPads for AIG student use
- Materials to use with AIG students- novels, games, activities, etc...
- Membership dues for NCAGT and NAGC
- Professional Development- This is for professional development for our teachers and also includes the NCAGT Conference.
- Travel to the NCDPI AIG Meetings

As the year continues, other funding sources are researched: Local, State and National Grants, monetary and material donations, and business partnerships.

The following are some of the grants the AIG Coordinator may pursue but are not limited to:

- Local Community Foundation
- Rotary Club
- Rutherford Electric Bright Ideas
- Donors Choose

▪ Duke Energy Grant ▪ Burroughs Wellcome Grant ▪ General Electric	* Practice D Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence. I. Develop a System for Monitoring Student Achievement and Student Drop-out Data: The previous year's data is collected and kept in an electronic Google Doc folder. The state released testing data can be shared with the school director, administration, other curriculum directors and the AIG Coordinator. Testing Data also includes: ▪ EOG's ▪ EOC's ▪ NC Check-Ins, ▪ mClass/Dibels ▪ CogAT ▪ Boost Math Diagnostics ▪ IXL progress Data is discussed during PLC meetings and reviewed regularly throughout the school year. Each grade level develops and maintains an updated digital data wall. The AIG Program Coordinator/Specialist consistently collects and analyzes data throughout the year. II. Analyze Student Data: To support curriculum development and improvement, the AIG Program Coordinator/Specialist will analyze trends from previous years to guide curriculum adaptations. Ongoing data collection and analysis will be conducted using information from Infinite Campus and other NC Public Schools data sources. Test performance goals will be established based on baseline data by grade level and previous years' assessments, with prior test results used to create new baseline data and set updated performance goals. New data from state-mandated tests will also be obtained and analyzed for both positive and negative trends. Additionally, interventions implemented in grades 3-8 will be reviewed to assess their effectiveness. This comprehensive analysis will inform the development of new AIG curriculum aligned with current educational standards.
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*** Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

I. Follow Underrepresented Populations:

Percentage of students that are AIG by subgroup.:

- Asian: 1.3%
- Black: 1.3 %
- Hispanic: 1.3%
- American Indian: 0%
- Pacific Islander: 0%
- White: 94.73%
- Two or more: 0%

The monitoring of the representation and retention of under-represented populations occurs at the beginning of the school year, mid-year, end-of-year, and between each grading period. The AIG Program Coordinator/Specialist will communicate transition needs to staff members to ensure appropriate support. Additionally, all K-2 students are assessed throughout their 2nd-grade year to identify and address their academic needs.

II. Analyze Data Trends

The AIG Coordinator collects annual Fall and Spring NDS AIG Accountability documentation in the following areas:

- -Twice-exceptional
- -ELL
- -Gender
- -Ethnicity/Race
- -School's population
- -AIG population
- -Nominations, Identifications Intellectually Gifted document

The AIG Coordinator continues to review data and discuss how the program is meeting all students' needs and their potential to achieve. The AIG Coordinator/Specialist: ▪ Collects and analyzes data for next steps in instruction ▪ Disseminates information to all staff ▪ Discusses ELL nominations and EC nominations ▪ Aids in implementation of K-2 talent development program and collect data of potential AIG identified students ▪ Collaborates with the EC Director ▪ Collaborates with Title I Teacher	* Practice F Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan.	NDS aims to hire highly qualified and well-trained teachers who bring exceptional credentials and experience. Preferred qualifications include holding a Master's degree, National Board Certification, and experience teaching AIG cluster groups.	* Practice G Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.	Input for the AIG program is gathered in multiple ways and in many opportunities throughout the school year. Surveys will be given to the following stakeholder groups during the school year: ▪ Students ▪ Parents ▪ Teachers ▪ Administrators Discussions with parents are conducted individually and in focus groups during local DEP meetings. The AIG Program Coordinator/Specialist also provides information on student identification and needs to the AIG departments of local high schools that enables parent discussions at 9th-grade high school transition
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nights. Throughout the school year, the AIG Program Coordinator/Specialist may meet with parents individually to gather feedback on the program. Continuous input is also collected from the school leadership team, with regular discussions held with the School Director, the Academic Committee, and AIG Advisory Committee regarding the program's needs. Additionally, the NDS Academic Committee will send an online survey that will be distributed via email to students, principals, teachers, and parents to collect feedback from all stakeholders. This feedback is reviewed to ensure the AIG program evolves to meet students' needs and aligns with 21st-century goals.	* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.	The AIG Plan is reviewed continuously throughout the school year. Data from surveys, assessments, Infinite Campus, EVAAS, and other sources are analyzed to identify trends. The AIG Program Coordinator/Specialist evaluates this data, addresses any emerging concerns, and makes necessary revisions. Changes in curriculum from NCDPI or the school may also prompt updates to the plan. Potential revisions may be informed by survey feedback from students, parents, families, and educators. Additionally, the plan undergoes review by NCDPI, and their feedback is used to align the plan with best practices for AIG. Data is reviewed from numerous areas: ▪ Assessment data ▪ Surveys results from students, parents, teachers and administrators ▪ Focus group conversations ▪ Transition Nights with students and parents ▪ Data from Infinite Campus The AIG Program Coordinator/Specialist communicates and shares results of evaluation data with the following stakeholders: ▪ School Improvement meetings ▪ Academic Committee meetings ▪ AIG Advisory Committee ▪ Faculty Meetings ▪ PLC's ▪ Teachers ▪ Family groups ▪ Community Groups
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The NDS AIG Program Coordinator/Specialist makes evaluation data readily available in the following formats:

- NDS Website- State school report card
- Brochures and Presentations
- Digital data walls
- NDS Website with link to State school report card and AIG Webpage
- Newsletters
- Survey results

*** Practice I**

Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

The AIG Program Coordinator/Specialist has the following procedures in place to articulate the rights of parents and families:

- A copy of The Parents' Handbook of Rights is given to every parent/guardian of identified AIG students and those considered for AIG screening, referral, identification, and potential service delivery. The parent/guardian must give written consent for the student to be considered for screening and to be tested/evaluated.
- NDS has due process procedures published in the Parent's Handbook of Rights, to help resolve disagreements. The school's appeal process is specific and communicated with parents.
- Documentation of all complaints/issues are kept and reviewed annually for trends.
- Follow-up meetings or calls are conducted for all complaints/issues.

The NDS AIG Due Process Procedures are as follows:

STEP I – AIG Program Coordinator/Specialist Conference

- Parents/guardians may make a request for a conference with the AIG Coordinator to discuss the concerns about the recommendation. *A written request is preferred. Please keep a written request for documentation of due process. If the request is oral, please make a note of the date of request for AIG documentation.
- The AIG Program Coordinator/Specialist reviews the student's record and their previous nomination, identification, and service option decisions. The AIG Program Coordinator/Specialist may gather additional information about the student from teachers and/or parents as needed. The individual student profile may be updated. The AIG Program Coordinator/Specialist grants the conference within 5 school days of request and responds to parent/guardian in writing within 5 school days of conference.
- IF THE DISAGREEMENT IS NOT RESOLVED AT THE AIG PROGRAM COORDINATOR/SPECIALIST CONFERENCE, THEN PROCEED TO STEP II – NDS DIRECTOR CONFERENCE.

STEP II – NDS Director Conference

- Parents may make a written request within 30 days for a conference with the NDS Director. The NDS Director reviews the recommendation with the AIG Program Coordinator/Specialist.
- The NDS Director grants the conference within 5 days of request and responds in writing within 5 days of the conference.
- IF THE DISAGREEMENT IS NOT RESOLVED AT THE NDS DIRECTOR CONFERENCE, THEN PROCEED TO STEP III- APPEAL TO ACADEMIC COMMITTEE and AIG ADVISORY COMMITTEE

STEP III - Appeal to Academic Committee and AIG Advisory Committee

- A. Parent/guardian may appeal the NDS Director's decision in writing to the Academic Committee and AIG Advisory Committee within 5 days of receiving the response.
- B. The Academic Committee and AIG Advisory Committee reviews the grievance within 5 days of receipt of appeal.
- C. The Academic Committee and AIG Advisory Committee responds in writing to the parent and NDS director concerning the outcome of the review 10 School days.
- D. IF THE GRIEVANCE IS NOT RESOLVED AT STEP III, THEN PROCEED TO STEP IV – APPEAL TO NDS BOARD

STEP IV - Appeal to NDS Board

- A. Parents may appeal to the NDS Board in writing within 10 school days following the written response from Step IV.
- B. The board shall offer a final written decision within 30 days.

IN THE EVENT THAT THE LOCAL GRIEVANCE PROCEDURE FAILS TO RESOLVE THE DISAGREEMENT, THEN THE STATE LEVEL GRIEVANCE PROCEDURE WOULD BE IMPLEMENTED.

STEP VI – State Level Grievance Procedure

1. Parents may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:
 - (i.) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student,
 - (ii.) whether the local plan has been implemented appropriately in regard to the child.

Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Once the student is identified and the parent gives consent for the student to be served, only the parent may remove the student from the program. If this situation occurs and the student is exited from the program and the parents want the student reinstated to the AIG program, the reassessment procedures will be enacted.

Transfer students from other LEA's will be accepted into the NDS AIG Program with proper documentation. Copies of the NDS AIG folders will be sent to other schools by request.

The Parents Handbook of Rights is available on the school's AIG Website, and parents are also given a hard copy. The Parents Handbook of Rights has been translated into Spanish and Hmong.

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*** Ideas for Strengthening the Standard**

The AIG Program Coordinator/Specialist will create formal and informal surveys of all stakeholders.

Planned Sources of Evidence

* NDS AIG Plan (Hard copy and availability on NDS website link)

* AIG plan reviews

* Reports of checks and audits (visits, timelines, implementation of strategies/interventions)

* Pattern/Trend reports (Population: Nominations K-8)

* Numbers and Issues related to the Intellectually Gifted learner

* Documentation: AIG Coordinator's plans and notes

* Annual Budget

* Purchase orders kept and reviewed annually

* Previous years' EOG data

* Documents shared with administration

*	Population analysis: numbers and percentages in various categories	
*	Screening pools and identification data	
*	Five-year analysis of the school's population change in relation to AIG population (identified/nominated)	
*	List of employees licensed and locally approved professional development	
*	Documentation of professional development offered and attendees	
*	Surveys - Information obtained from the surveys	
*	Data from state testing	
*	NDS AIG Report- presented monthly to the NDS Board	
*	NDS Strategic Plan	
*	NDS Website	
*	News articles	
*	Copy of Handbook of Rights	
*	Documentation of complaints and resolutions	
Type Documents Document Template Document/Link		
AIG Standard 6 Additional Resources N/A		

The New Dimensions School (12A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/15/2025 

AIG Related Documents

The New Dimensions School (12A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 NDS Local AIG Plan Board Approval Document

Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

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Phrase	Definition